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The Effect of Using Language Games in Teaching English Vocabulary on the Sixth Grade students’ Achievement in Tabuk Schools

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Dedication

This work is dedicated to my dear parents and my lovely wife.

Abdulaziz Jahman. AL-Shehri

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My gratitude goes to Allah who helped me to choose M'utah University to be my keeper on realizing supreme levels of knowledge. I thank Professor Majid Khataybah, the supervisor of my thesis, who spent his great time and efforts guiding and standing by me. I also extend my thanks to the members of the thesis committee, Dr. Manal Al-Ghazo, Dr. Abdul Allah Jarrah and Dr. Mahmoud Bani Abdulrahman. I also thank the headmaster of the Third Al-Abnaa' School, Mr. Mohammad Saeed Al-Shehri who opened all doors to me and eased all available means to make my thesis successful. I want to show appreciation to my friend, Abdulaziz Awadh Al-Shehri, who supported for implementing such thesis. Many thanks go as well to all the people who offered me any help.

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Abstract

The Effect of Using Language Games in Teaching English Vocabulary on the Sixth Grade students' Achievement in Tabuk Schools

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This study aimed at investigating the effect of using language games in teaching vocabulary to the sixth grade students through answering the following question.

Is there an effect of using language games on the sixth grade students' vocabularies achievement in Tabuk schools?

Seeking behind answering the question of the study, the researcher developed the sample of the study which consisted of (60) sixth grade students in the public schools in Tabuk district during the academic year 2008/2009, using the simple random strategy. The researcher obtained data related to the population officially from the Directorate of Education in Tabuk District.

Aiming at realizing the objectives of the study, seven games were used by the researcher. When applying the procedures of the study to the students, the means and standards deviations of the total scores of the sample of the study were obtained.

The result of the study revealed:

There was an effect of the use of the strategy of learning by games, with respect to the development of academic achievement in English language vocabulary of students to whom the strategy of learning by games was applied, as for the value of "F" it was (4,962), while the value of significance was (.031), which functioned at the level of significance (0.05). The experimental group had skills that were better than the control group ones on the academic achievement in English language.

In light of the result of the study, the researcher proposed some recommendations:

1. Conducting similar studies in order to cover larger samples and broader areas of education to be able to generalize the results of this study.
2. Recommending the Ministry of Education to produce educational programs for English language using educational games.
3. Generalizing those games to schools due to the fact that they can motivate students to learn English easily.

الملخص

أثر استخدام الألعاب اللغوية في تدريس مفردات اللغة الانجليزية على تحصيل طلاب الصف السادس في مدارس تبوك

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جامعة مؤتة، 2009

هدفت هذه الدراسة إلى استقصاء أثر استخدام الألعاب اللغوية في تدريس مفردات اللغة الانجليزية على تحصيل طلاب الصف السادس الابتدائي في مدارس تبوك وذلك من خلال الإجابة على السؤال التالي:

هل يوجد أثر لاستخدام الألعاب اللغوية على تحصيل طلاب الصف السادس لمفردات اللغة الإنجليزية في مدارس تبوك؟

وللإجابة عن سؤال الدراسة، قام الباحث باختيار عينة مكونة من (60) طالباً من طلاب الصف السادس في المدارس الحكومية في منطقة تبوك للعام الدراسي 2008/2009 باستخدام الطريقة العشوائية البسيطة. وقد قام الباحث باستخراج بيانات عن مجتمع الدراسة رسمياً من إدارة التربية والتعليم في منطقة تبوك. ولتحقيق أهداف الدراسة، تم استخدام سبعة ألعاب. وبعد تطبيق إجراءات الدراسة على الطلاب. تم استخراج المتوسطات الحسابية والعلامات الكلية لعينة الدراسة. وأظهرت نتائج الدراسة ما يلي: كان هناك أثر لاستخدام إستراتيجية التعلم باللعب بخصوص تطوير التحصيل الأكاديمي في مفردات اللغة الانجليزية على الطلاب الذين طبقت عليهم إستراتيجية التعلم باللعب، وقد بلغت قيمة (ف) المحسوبة (4,962) في حين كانت قيمة (t) (.031) وهي دالة إحصائياً عند مستوى الدلالة (0.05). وكانت المجموعة التجريبية أقدر من المجموعة الضابطة فيما يتعلق بالتحصيل الأكاديمي في اللغة الانجليزية.

وفي ضوء نتائج الدراسة، قام الباحث بتقديم بعض التوصيات:

1. إجراء دراسات متشابهة بغية تغطية عينات أكبر ومناطق أوسع من التعليم, للتمكن من تعميم نتائج هذه الدراسة.
2. توصية وزارة التربية والتعليم على إنتاج برامج للغة الانجليزية .
3. تعميم تلك الألعاب على المدارس لقدرتها على تحفيز الطلاب لتعلم اللغة الانجليزية بسهولة.

Chapter One
Theoretical Background

1.1 Introduction

Teaching English as a second language can be very challenging but not impossible. Students are not only trying to master a new language but they are also learning unfamiliar subject-content. As such, instructors need to use methods that will veer away from spoon-feeding and instead engage students to experience the actual learning process; one such method is using games. The best way to teach children English is to create an illusion that they are just playing games, (Wintergerst, 2003).

Sowa (2000) argued that learners of English have to deal with unfamiliar vocabularies during their language acquisition. In order to learn and retain new words, learners should participate in different task-based activities in their classrooms whether it is a guessing task, a describing exercise or conversation making. Such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. Therefore, it is necessary to explore whether students learn vocabulary effectively through games and how to learn it.

Wright, Betteridge & Buckby (2005) stated that words should not be learnt separately or by memorization without understanding. Moreover, "learning new words is a cumulative process, with words enriched and established as they are met again. (Celcia-Murcia, 2001) therefore stated that, the "look and remember" way of vocabulary learning seems to be not very effective for learners of the English language. Furthermore, some other students may require teachers to give meaning and grammatical function for words that they are not familiar. Learners just wait for teachers who control the lesson to provide new forms of words then they write those words in their notebooks or complete their exercises. They may use words they learn in the exact formats as the original patterns in which those words appeared. This kind of rote verbal memorization is good to a certain extent since it helps learners learn and use the correct form of words.

Baumann, Kame'enui & Ash (2001) mentioned three major objectives for teaching vocabulary which have been identified as (1) to teach a student to learn words independently, (2) to teach a student the meaning of specific words and (3) to help a student to develop an appreciation for words and to experience enjoyment and satisfaction in their use. (Beck, McKeown and Kucan, 2002) stated that direct instruction in word meanings is effective, can make a significant difference in a student's overall vocabulary, and is critical for those students who do not read extensively.

Freebody (2003) came to a conclusion that learning through games could encourage the operation of certain psychological and intellectual factors which could facilitate communication heightened self-esteem, motivation and spontaneity, reinforcing learning, improving intonation and building confidence.

Why to use games in language teaching?

Games have long been advocated or assisting language learning. Here are some of the reasons why:

1. Games add interest to what students might not find very interesting. Sustaining interest can mean sustaining effort (Chall, 2000). After all, learning a language involves long-term effort.
2. Games provide a context for meaningful communication. Even if the game involves discrete language items, such as a spelling game, meaningful communication takes place as students seek to understand how to play the game and as they communicate about the game: before, during, and after the game (Ersoz, 2000).
3. This meaningful communication provides the basis for comprehensible input i.e., what students understand as they listen and read, interaction to enhance comprehensibility, e.g., asking for repetition or giving examples and comprehensible output, speaking and writing so that others can understand (Nation, 2001).
4. The emotions aroused when playing games add variety to the sometimes dry, serious process of language instruction (Bransford, Brown, & Cocking, 2000).
5. The variety and intensity that games offer may lower anxiety and encourage shyer learners to take part especially when games are played in small groups, (Jacobs & Kline Liu, 1996).
6. Games can involve all the basic language skills, i.e., listening, speaking, reading, and writing, and a -number of skills are often involved in the same game (Lee, 1995).
7. Games are student-centered in that students are active in playing the games, and games can often be organized such that students have the leading roles, with teachers as facilitators (Savignon, 2000).
8. As many games can be played outside of class, they provide a means for students to use the language outside of class time (Ellis, 2005).
9. Games can connect to a variety of intelligences (Gardner, 1999).
10. Games played with others involve interpersonal intelligence.
11. Games involving drawing connect with visual/spatial intelligence.

Millis (2005) argued that games can play a range of roles in the language curriculum. Traditionally, games have been used in the language class as warm-ups at the beginning of class, fill-ins when there is extra time near the end of class, or as an occasional bit of spice stirred into the

curriculum to add variety. All these are fine, but games can also constitute a more substantial part of language courses. In the Presentation-Practice-Production framework, (in which language items are first presented for students to listen to and/or read, then practiced in a manner in which language used is controlled, students read out a dialogue from the text book in which the two characters compare study habits, and then produced by student in a less controlled manner, e.g., two student discuss their own study habits). Games can be either for practicing specific language items or skills or for more communicative language production. Similarly, games can also be used as a way to revise and recycle previously taught language (Orlick, 2006).

Types of language games

Classifying games into categories can be difficult, because categories often overlap. (Hadfield, 1999) explained two ways of classifying language games. First, she divided language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

The second taxonomy that (Hadfield, 1999) used to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type: sorting, ordering, or arranging games, information gap games, guessing games, searching for games, matching games, labeling games, exchanging games and role play games.

1.2 Statement of the Problem:

In learning a foreign language, vocabularies play an important role. It is one element that links the four language skills: listening, speaking, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately (Long, 2000). The vast majority of Saudi students learn vocabulary passively due to several factors. Firstly, they consider the teacher's explanation for meaning or definition, pronunciation, spelling and grammatical functions wearisome. In this case scenario, language learners have nothing to do in a vocabulary learning section but to listen to their teacher. Secondly, students only think of vocabulary learning as knowing the primary meaning of new words. Therefore, they ignore all other functions of the words. Thirdly, students usually only acquire new vocabulary through new words in their textbooks or when given by

teachers during classroom lessons. For example, learners find many new words in a text and then ask the teacher to explain the meanings and usages. Forth, many Saudi learners do not want to take risks in applying what they have learnt. Students may recognize a ward in a written or spoken form and think that they already "know the word", but they may not be able to use that word properly in different contexts or pronounce it correctly.

In recent years, communicative language teaching (CLT) has been applied in KSA and from my own experience; it has shown its effectiveness in teaching and learning language. CLT is an approach that helps students be more active in real life situations through the means of individual, pair and group work activities. It encourages students to practice the language they learn in meaningful ways. In a CLT classroom, playing vocabulary games is one of the activities which require students to communicate actively with their classmates, using their own language. Thus the question to be examined is, "how can games be of benefit in a way that helps students learn vocabularies effectively?"

Through my experience as a teacher of English language in Saudi Arabia, it is widely and apparently noticed, regarding English language learning, that most of the students in Tabuk District suffer from difficulty in comprehending what they hear and read and most of the time unable to write especially within basic stages students. Part of this depressing phenomenon and awful situation could be ascribed to the teachers' lack of awareness and ignorance of employing the appropriate method for teaching new vocabulary items, or even following inappropriate or inadequate techniques in teaching new words which might not suit the students' age and needs. However, the results of this study may contribute to improve vocabulary teaching methods as well as curriculum designers in stating clear strategies for teaching new vocabularies.

1.3 Purpose and the Question of the Study:

This study aimed at investigating the effect of using language games in teaching vocabularies to the sixth graders; the present study also aimed at proposing some recommendations for teaching vocabulary through using language games through answering the following question: are there any statistically significant differences at the level of ($\alpha \leq 0.05$) in the use of language games strategy in teaching English language vocabulary on the achievement of the sixth grade students in Tabuk primary schools?

1.4 Significance of the Study:

Through my experience, Saudi EFL teachers still pay less attention and unreasonable care towards using the appropriate and suitable methods

in teaching vocabularies in the basic stage. The importance of this study lies in the assumption that the students' inability to comprehend and handle on with the new even known vocabulary is partially attributed to the insufficient and inappropriate vocabulary teaching methods; therefore, methods of teaching English vocabulary should receive the importance and emphasis they deserve by the EFL teachers; therefore this study tried to shed lights on the teaching vocabulary methods through using language games, which are used for presenting vocabulary inside the classroom mainly for Saudi at the basic stag.

The vocabulary teaching methods that teachers employ are very essential in building up the vocabulary stock of the students, which in turn will have a remarkable influence on the students' proficiency (Markee, 1997).

This study is an attempt to attract the attention of the EFL teachers to use variety of vocabulary teaching strategies, which can be applied inside the classroom to facilitate the acquisition and usage of the vocabulary items by students. The significant of this study also comes from the fact that, according to the best knowledge of the researcher, it is the first study to be conducted in Tabuk district at the Kingdom of Saudi Arabia.

Consequently, English curriculum designers and teachers may find in this study practical implication for stressing the main functional and constructive strategies and avoiding the less valuable ones, and thus, developing student's growth in EFL learning.

1.5 Limitations of the study:

1- This study is limited to the Saudi male sixth graders who are studying English in Tabuk district during the academic year 2008/2009.

2- The findings of this study mainly depend on the validity and reliability of the instrumentation the researcher designed.

1.6 Operational Definitions:

The following terms have the associated meanings wherever appear in this study:

1. **The Researcher's Vocabulary Teaching method**: it is the method in which much effort is executed by the teacher who is considered the only source of knowledge students are passive receivers ; therefore it is called a teacher oriented method where the teacher dominate the whole classroom activities (Klippel, 2000).
2. **Vocabulary Teaching:** in this study, it is the process of presenting the meaning of new vocabulary item by using any suitable strategy so that the students can understand the new words (Hatch & Brown, 1995).

3. **Language Games**: in this study, it is the process the educational media used in teaching language to obtain various learning objectives according to certain rules. The games sometimes depend on the element of either competition or cooperation among the students. (Freebody, 2003).
4. **Achievement**: it is the amount of knowledge acquired by the students during their learning. (Richek, 2005). In this study, it is the sixth grade students' scores on the test which was designed by the researcher.
5. **Sixth Grader Students**: male students who had finished the fifth class in the academic year 2008/2009AD. (1429 H.), their ages are 12 years old and they study English as the first time.
6. **Solids game**. (in this game, the researcher asked the students to choose the name of the solid figure that has the views the researcher gave to the students).
7. **Koch figures game** (is the figure obtained by trisecting each side of an equilateral triangle and replacing the centre segment by two sides of a smaller equilateral triangle projecting outward, then treating the resulting figure the same way, and so on).
8. **Different places game**. (In this game, the researcher set a number of different places incorrectly and asked the students to rearrange them correctly).
9. **Passages game**. (The researcher wrote a number of paragraphs incorrectly and asked the students to read them carefully and put each paragraphs in its correct place).
10. **Surprising of the table**. (The researcher asked the students to choose certain number which refers to a word, what resulted is to enable the student to memorize the hidden word by linking it to the number the students choose).
11. **Example game**. (In this game, the researcher gave the students examples about letters then, asked the student to give him words its first letter beginning with that letter).
12. **Time game.** (The researcher made such game which consisted of a traditional watch. He asked the students to tell the time correctly on a clock 5 times before **time** runs out).

Chapter Two
Literature Review

This chapter is divided into two parts; theoretical framework and review of related literature.

2.1 Theoretical framework:

Learning has always been the main factor behind human success, the more one knows the more s/he realizes different aspects of living and so manage to make use of them to the best available, and of course the way to approach a different culture of civilization starts by learning the language. Language is an essential first step to gain knowledge. It's known that a subject of interest is the one that makes students eager to learn more, therefore, methods of learning a language have varied to come at the point where it's interesting and of benefit (Warschauer, 2000).

As different civilizations developed language as a basic method of communication within, learning this language is the key to get close to the aimed civilization. Since civilization contain a whole culture including the country's regime and its people's customs, one can imagine how far language can get him/her (Lightbrown, & Spada 2006).

To be able to learn a foreign language, you have to learn it since childhood. So the best way for children to learn a foreign language is to learn it in earlier grades. Moreover, continuing learning through high school. Learning a foreign language can foster understanding and listening ability, activity and self confidence. It also helps in developing thinking skills. Further, learning a foreign language, more being educated and more being aware about the world from several faces (Gee, 2003).

Learning a foreign language needs keys. Learning approaches are parts of such learning. Learning approaches are defined as certain steps, behaviors and methods used by students in order to deepen their advance in understanding. However, learning a foreign language approaches have other definition which is the processes that are selected by learners and which could result in action taken to increase the learning. As an example for such, cognitive approaches by (O’Malley and Chamot,1990) that considers approaches as tools for active, self directed involvement needed for developing FL (Foreign Language) communicative ability. In addition to the cognitive approaches, there are other researches that attempted test the relationship between learning FL approaches and success. One of those researches showed that students at all levels reported the use of an extensive variety of learning approaches (O’Malley and Chamot, 1990).

Teaching approaches vary from lectures to seminars and tutorial in addition to visionary methods of teaching such as work books, diaries, computer based programs and auditory methods such as listening to tapes

of songs and practices, whereas some methods wrap it all such as library researches, field work and independent learning tasks (Warschauer, 2000).

Many studies revealed that there were several significant methods used to acquire EFL. (Ehrman and Oxford, 1990) indicated that successful students preferred to use approaches more frequently in their study. (Green and Oxford, 1995) discovered that high-achieving students used all kinds of language learning strategies more frequently than low-achieving students. On the other hand, researchers have investigated what unsuccessful language learners do. (Abraham and Vann, 1990) observed that, although their unsuccessful students appeared to be active strategy users, they failed to apply strategies appropriately to the task at hand.

One of the most effective methods of learning a language is using games; a way that puts together enjoyment and information, which gets the point across in a very interesting form. Learning a foreign language through games helps and motivates students to sustain their interest and work. It also helps teachers to find ways using language is useful and meaningfully in. Games also help the teacher to create contexts in which the language is useful and meaningful. Learners want to take part and in order to do so must understand what others are saying or writing, and they must speak or write in order to express their own point of view or give information. The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of meaningfulness is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered (Squire, 2004).

In case of accepting that games, give a meaningful practice of language, hence students must be regarded as central to a repertoire of teacher. So they are not for use solely on rainy days and by the end of the term. If it is depended on multi and different activities aiming at getting the information across students, therefore we still stand for a point on which many traditional education methods focused; considering teachers as central and repertoire within the classroom (Gee, 2003) .

The beginning of Learning through games was in 1996. The first student who used such method was college student Aaron Dean. he started teaching part time at Canterbury school in Fort Wayne. He used a chess program that taught kids logic and mathematics through chess. His unique teaching method considered as a surprise for teachers and parents as well. Following up his great method teachers have traditionally used the same methods for hundreds of years. The" Learning through games" method was able to make learning chess fun and exciting without sacrificing content.

However, It was not uncommon to walk into Aarons class and see them playing twister. Learning through games got an advanced step in 2008, during and after school, in addition to lunching and recessing. It was taught by a staff of a number of teachers. It is currently taught in over 20 schools (Martin, 2001).

The definition of games is an activity that you do to have some fun. Games help the students focus in learning, because they don't feel that they are forced to learn (Squire,. 2004).

Games may reduce anxiety, thus making the acquisition of input more likely. They are highly motivating and entertaining, and they give shy students more opportunity to express their opinion and feelings. Games are media that give many advantages for teacher and the students (Jeong, and Lee, 2008).

Learning through games was defined as; to students, learning through games is the backbone of life. It is not just a way for wasting time and occupying one-self. To children, play is like education, discovering, expressing about one-self (Bataineh and Al-Barakat, 2005). They also defined as, particularly in the childhood, is to express about the mental form of the human ability. That is to absorb life experiences. One passes in his growth through experiences which are hard to be absorbed by him. Therefore, he creates in game model situations by which he can control on reality by planning and experience, it is also defined as a directed activity, rather it can be non-directed. However, children play willing to realize excitement and amusement. Adults get benefits always from it in order to take apart in the development of their behaviors, characters and their different mental and physical dimensions (Devries, Edwards, 1993).

It is to benefit from the dynamic and mental potentials of the child. It is a process of representation which relies on turning information to be suitable for child's needs (Wright, 2004).

Learning through games has other definition that is an addressed activity that children do in order to develop their mental, physical, and behavioral abilities. It puts together excitement and amusement at the same time (Nguyen, 2003).

As it is well known, if one wants to get benefit from something, she/he should take it in the simplest way that is to be excited and avoid getting bored as well as obtaining advantages. There are several advantages of learning through games the useful of learning games are attract the student to learn English because it is fun and make them want to have experiment, discover and interact with their environment . As examples, to bring games in relaxation and fun for students, helping them to learn new words less complex, Games are often related to getting involved friendly into competition and they contribute in keeping learners interested, In

addition, vocabulary games bring real world context into the classroom and enhance students' use of FL in a flexible, communicative and meaningful way. Student may become highly motivated by being given further opportunities to express about their opinions and feelings. Games empower students to break the ice which makes them more able to create. Where creativity has been mentioned, it should be here mentioning the advantages of creative games. Games change and break the ice from the usual routine of the language class. They are motivating and challenging. Moreover, learning a language needs great efforts, Games help students to make and sustain the effort of learning. They also provide language practice in the various skills, speaking, writing, listening and reading. They encourage students to interact and communicate and create a meaningful context for language use (Richard, 2006).

There are many advantages of using games in classroom **(**Sandra, 2006):

1- Games help student to make and sustain the effort of learning.
2- They are motivating and challenging.
3- Games provide language practice in the various skills speaking, writing, listening and reading.
4- They encourage students to interact and communicate.
5- They create a meaningful context for language use.
6- Vocabulary games bring real world context into the classroom, and increase students' use of English in flexible, meaningful and communicative way.
7- Games usually involve friendly competition and they keep students interested in learning the language.
8- Games help students to learn and hang on to new words more easily.
9- Some other advantages of using language games (Deesri, 2002, p 32):
10-Games add variation to lesson and increase motivation by providing a plausible incentive to use the target language. For many children between four and twelve years old, especially the youngest, language learning will not be the key motivation factor games can provide this stimulus.
11-The game context makes the foreign language immediately useful to the children. It brings the target language to life.
12-Through playing games students can learn English they way children learn their mother tongue without being aware they are studying thus without stress.

As a general rule, the bases of anything have two aspects; the first is theoretical that is to mean that the first step in making something is the theoretical aspect then the practical aspect comes. Learning and teaching

through games has many theories which include classical and modern theories. Beginning with the classical theories, there is a need here to mention them. The Classical ones predate the late nineteenth and early twentieth century (Dockett and Fleer, 1999). They are concerned about the driving forces of children's play and largely concentrate over its physical and instinctive aspects. As the earliest classical theory, say 'surplus energy' theory, humans play when they have excess energy. Schiller, a German philosopher, defined play as' the aimless expenditure of exuberant energy Surplus energy.

Classical theory stresses that humans have a finite amount of energy that is used mainly for work and survival. Children tend to play more than adults, as children are not so involved in work and survival activity; hence they have greater amounts of energy to expend. By discharging excess energy in play, balance is restored to the human body. While surplus energy theory considers the significance of play as a human activity, its focus rests with physical play. However, children's play has several, faces, including sedentary play. In fact, some play theoreticians have argued that play is used to restore energy—this theory of play is known as recreation or relaxation play theory. Like surplus energy theory, this theory is related to energy levels to work, which is seen to be essentially distinct from play from a Recreation perspective, however, play serves to restore energy that is expended in work, and engages our interest in the meantime. A significant departure from these two energy-related theories of play came in the form of recapitulation theory, espoused by Hall in 1906. Hall asserted that in play, human relives his/her evolutionary past. For instance, children enact the 'animal stage' of evolution by climbing and swinging. Recapitulation theory also draws on the notion of instinct, claiming that play provides the means for children to express their instincts—and in expressing these instincts, weakening them. For example, children's engagement in fight play weakens the drive to fight as an adult and so this behavior will be useless as the child matures. Rather than looking back, an alternative classical explanation of play looks forward, in maintaining that play prepares children for adulthood (Groos 1901).

Based on the assumption that play is unique to childhood, Groos argued that play develops children's physical and mental capacities that will serve them as adults. The significance of this theory concentrates on the types of play other than physical play. How that is, Groos considered children's enactment of adult roles and activities in what we now call pretend play, make-believe play or imaginative play. In part, to the importance of this theory lies within its consideration of intellectual or cognitive benefits of play for children (Rubinstein, 1999).

Classical theories of playing together made an important contribution by placing play in the spotlight for philosophers, theoreticians and researchers to consider. In so doing, the significance of childhood was stressed and foundations were laid for more advances in contemporary theories of play. As the classical theories have been mentioned, here are the modern theories, in other words; the contemporary theories. Contemporary theories of play are not only historically but also, broadly speaking, conceptually distinct from classical theories. They deal with the methods that play benefits children's psychological development. They have continued to impact on early childhood programs, particularly in under-fives settings, where it can be now seen play located at the heart of the curriculum and used as a vehicle for nurturing children's development across its different fields. Focusing on the emotional domain of development, psychoanalytic theorists such as Anna and Sigmund Freud and Erikson looked at play in terms of catharsis. Psychoanalytic perspectives explain the value of play in allowing children to express negative emotions that relate to situations in which they have no control in their everyday lives (Martin, 2001).

Taking into consideration the modern theories of play and their important role in learning, a new method has been created; learning and teaching a foreign language by using games, particularly using vocabulary. As a matter of fact, in learning a foreign language, vocabulary plays an important role. This is because it is one element that links the four skills of speaking, listening, reading and writing all together. In order to communicate well in a foreign language, students should acquire an adequate number of words and should know basic words as well as how to use them accurately (Yip and Kwan, 2006).

Even though students realize the importance of vocabulary when learning language, the vast majority of students learn vocabulary passively due to several factors. First, the boring method which is the teachers explain the meaning, definition, pronunciation, spelling and grammatical functions. In this case, what all language learners have to do in vocabulary learning is to listen to their teacher. Second, students only think of vocabulary learning as knowing the primary meaning of new words. Thus, they do not give attention to all other functions of the words. Third, that is the limited environment of new vocabulary (Nguyen, 2003).

Students usually acquire new vocabulary through new words in their textbooks or when given by teachers during classroom lessons. For example, learners find many new words in a text and ask the teacher to explain the meanings and usages. Forth, many learners do not want to take risks in applying what they have learnt. That is to mean that students may understand a word in a written or spoken form and think that they already

"know the word". In fact they may not be able to use that word properly in different contexts or pronounce it correctly (Benne, Baxter and Kathy, 1998).

One of the activities which students need to communicative highly with their classmates is playing vocabulary. Such approach helps them to use their own language. They may know unfamiliar vocabulary from each other. Being so, learners should join with others in activities in their classroom regardless of the type of those activities. As there are many activities to be done by students, there are many aims of using games in teaching vocabulary (Smilansky, 1998).

However, teachers have to take into their consideration what their goals are. Here are some examples of objectives and goals when using games in teaching vocabulary: presenting new vocabulary items, reviewing vocabulary from previous lessons, checking what students know before teaching new vocabulary items, and practicing new vocabulary items that have just been presented. Then it can be seen that games are at the central position of teaching vocabulary and not just an activity to fill the odd moments when the teacher and students have nothing better to do (Schmitt, 2000).

In one hand, the significant role of games in teaching and learning vocabulary cannot be denied. In the other hand, and to realize the most from vocabulary games, it is important that suitable games are chosen. Whenever a game is to be conducted, the number of students, proficiency level, cultural context, timing, learning topic, and classroom settings are factors that should be taken into account. In the light of the significance of learning and teaching vocabulary number of games has been suggested such as (Dorit, 2007).

Ambiguous picture:

Draw a small part of a picture. Ask the students what it is going to be. Encourage different opinions. Do not confirm or reject their ideas. Add a little more to the drawing and ask the question again. Build your picture in about four stages.

Association:

Start by suggesting an evocative word: "storm", for example. A student says what the word suggests to him or her-it might be "dark", and so on round the class. You might start with any other word or use an item of vocabulary the class has recently learnt.

Crosswords:

Ask a student to write a word of not more than five letters in the middle of the board, for example, "melon". The letters should be written clearly and separately. Now think of a word which shares one letter with

the word on board. Give students a clue to your word. For example," I like reading them". If somebody

Guesses:

Books" he or she writes the word so it crosses the first word and shares a letter. The students now take over.

Favorite words:

Write on the board one of your favorite words. Tell the class it is one of your favorite words and explain why. Tell students to write down some of their favorite words and then give their reasons for choosing them to their neighbor.

Feel the object:

Collect various objects from the students and from around the room. Put the objects in a bag. Hold the bag and then ask students to feel the objects and try to identify them.

Invisible elephant:

Tell the students that you are going to draw a picture for them. Draw the outline of an elephant, a car, a man, a bird in there with your finger. Ask them what you have drawn. Encourage different interpretations.

Jumbled words:

Write on the board words the students have recently learnt, with the letters in jumbled order. It is best to have the words all associated with one given theme; otherwise the task of working them out can be too difficult and time consuming. For example, you can give an elementary class a set of words like: (gdo, sumoe, owc, knymoe, tac, tnhpeeal, ibdr). Tell them these words are all animals.

Match the adjectives:

Write three adjectives on the board. For example: important, dangerous, and heavy. Ask students to suggest things which can be described by all three adjectives.

Match the people:

Write a list of about ten jobs on the board. Each student writes down a list of ten ideas, feelings, memories, etc. he or she associates with one of the jobs listed. The students then work in pairs, and each student studies his or her neighbors' list and tries to guess which job the list refers to. The students then confirm or reject the guess and explain why he or she put each word in the list.

Recalling words:

Write on board between 15 and 20 words the students have recently learnt, or that you think they know. Make sure all the words are understood. Give a minute for everyone to look at them, then erase conceal them. Individually, or in pairs or groups, the students try to recall as many as they can and write them down.

Vocabulary steps:

Draw a series of steps on the board. Take any set of concepts which can be graded objectively. For example, metals can be graded according to value. Animals can be graded to how dangerous they are.

Games also help the teacher to create context in which the language is useful and meaningful, the learner want to take part and in order to do must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. The need for meaningfulness in language learning has been accepted for some years. A useful interpretation of meaningfulness is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus, the meaning of the language they listen to them .thus, the meaning of the language they listen to, read, speak and write will be more vividly experienced and therefore, better remembered ,There are many kinds of games which can be used in teaching English , of course , as a technique games need help from media. The media can be picture, flash cards, object, puppet, cassette, projector, and many others object surround them. It is better if the games are familiar for children, because they learn in a variety of ways, for example, by watching, listening, imitating doing things (children learn by doing). Children can generally imitate the sounds they hear quite accurately and copy the way adults speak. It means they do imitation, memorization, practice and over learning, what the people are said (Lisa, 2002).

Burner (1988) says that language is the most important tool for cognitive growth and he also investigate how adults can help the children to solve their problems scaffolding is Burner’s theory, it means that scaffolding is explaining to students and interacting to students to communicate , in scaffolding is holistic and must permeate all aspects of scientific teaching, if we answer. So teaching vocabulary- using games as methodology in learning teaching process and the teaching materials for children less than five years old which is related with their surround, it means the vocabulary which related and introducing things surround them such as family names, naming of alphabet, name of number, and teaching material.

On the other hand there are many criteria for games as an educational media for teaching English to children (Alexandria, 2007):

1) A game must be more than just fun.
2) A game should involve” friendly” co-option.
3) A game should keep all of the students involved and interested.
4) A game should give students a chance to learn, practice, or review specific language material.

5) A game should be familiar by children.
6) A game should encourage students to focus on the use of language rather than on the language itself.

2.2 Review of The Related Literature:

Emdanat (2000) conducted a study investigating the effect of using games in the post-reading on the 7^{th} graders achievement on the conceptual reading of English language. The results of the study indicated that there were statistically significant differences between the two groups in favor of the method of using language games, results also revealed no significant differences between the two groups' achievement on reading due to the gender.

Lisa (2002) conducted a study to understand the impact of the use of games on speech and exam scores in the basic speech course. The experimental group, including the students who were taught using games as a teaching technique, experienced higher exam and speech scores. The control group, including the students who were taught using traditional teaching techniques did not show a significant increase on exam and speech scores.

Freitag (2000) studied the development of a teaching model based on the concept and use of (non-simulation) games in the mathematics classroom. The game model was defined according to the organization described by Joyce and Weil. Six games were used in the study; each televised game session was preceded by a pre-test and followed by a posttest, student questionnaire and teacher interview. Three different levels of application of games in the classroom were defined: in level 1 game, the rules do not reflect the concept or skill to be learned, while rules for games of levels 2 and 3 reflect the concept and skill, respectively. Each game was subject to a case study; different teachers and classes were used for different games. Videotapes were analyzed by an observational system using 35 variables in six categories: effects of the model, student tasks, teacher roles, student roles, norms, and game levels. Results indicated that use of the games had effects on mastery of the skill or concept, motivation, development of self-discipline, cooperative spirit, competitive spirit, and social acceptance. The most frequent teacher roles and most important student tasks were also isolated.

Gungormuş (2005) conducted a study. On the first year students attending "Computer Skills" course in Faculty of Commercial Sciences at Baskent University. Each of the experimental and control groups consisted of 25 students gathered by objective appointment method, from four groups of twelve course sections. The experiment of the students studied the web-based learning materials including educational game, whereas the control

group attended the same study without access to those games. That educational game was designed carefully considering critical factors of educational games. The results were analyzed by SPSS program and the mean and the standard deviation were established. The results showed that success and permanency of the students' learning obtained from web-based materials including games were significantly different than those materials without games. In addition, it was found that when the learning subjects of web-based materials became more advanced / difficult, learning materials including games were more effective based on student's success.

Bataineh and Al-Barakat (2005) investigated the extent to which Jordanian female EFL teachers use games in their classes and their attitudes towards them. The sample consists of all 150 first through fourth grade female public school EFL teachers in Irbid First Directorate of Education. Out of the 138 subjects who responded to the questionnaire, 47 subjects (31% of the sample) were randomly selected to be observed in their classrooms and interviewed two weeks after they had responded to the questionnaire to determine if there is a relationship between the teachers' attitude towards instructional games, as revealed by their responses to the questionnaire, and their actual use of these games in their teaching. The findings of the study revealed that there was not a relationship between the teachers' attitudes towards using instructional games and their actual classroom practice. In spite of the fact that the vast majority of the subjects tended to agree with the significance of using games in teaching English, they did not always use them in their teaching.

Wei, Sopory, and Hendrix, (2008) conducted a study investigating whether competitive and noncompetitive educational mathematics computer games influence 4-7-year-old boys' and girls' mathematical learning. A mixed repeated measures within-and-between-subjects experiment was conducted to evaluate the effects of type of computer games and gender on preschool children's learning of mathematical addition. The results showed that both boys and girls demonstrated improved mathematical learning after playing either competitive or noncompetitive computer games. Preschool girls learned mathematical addition as effectively as did preschool boys. Thus, this study suggested that both competitive and noncompetitive mathematics computer games might have the potential to be used effectively in teaching preschool girls mathematics.

Through considering the literature review and the theoretical framework, the findings of the study showed that there were several significant methods used to acquire EFL. A study conducted by Squire (2004) revealed that using games in learning is the most effective method, similar studies revealed the great role using games in learning English

language plays and it may reduce anxiety among English learners and get them highly motivated towards learning English (Jeong, and Lee, 2008). All in all, most those studies showed clearly the effect of using games in learning English which is totally positive.

Chapter Three
Design and Methodology

The main focus of this chapter was on the population, sample, and instrumentation, variables of the study, procedures for collecting data, and data analysis procedures.

3.1 Population of the study

The population of the study consisted of all sixth grade male students in the public schools whose number is 400 at Tabuk district during the academic year 2008/2009. The researcher obtained data about the population officially from the Directorate of Education in Tabuk District.

3.2 Sample of the study

A school in Tabuk city was selected as a random sample by writing names of schools on scraps of paper, after that a scrap of paper was dragged to show as a random sample. The selected sample was (Al-Abnaa' Third Elementary School) that included three classrooms (A, B, and C) for sixth elementary grade. Then a lottery by writing symbols of the classrooms on three scraps of paper was made, after that two scraps of paper were taken (which were A and B). The number of students in each classroom was 30. They were subjected to a pre-test to make sure that the two groups were equal. The first classroom was a control group, the researcher himself taught students traditionally (presentation, questions, repetition) at the average of a class per week for 25 days.

At the same time the researcher made class B an experimental group. He taught the students using games at the average of a class per week for 25 days. After applying programs, the students of both groups were subjected to a post-test.

3.3 Research Instrument and Procedures of the Study

To achieve the purpose of the study and answer its questions, the researcher designed an achievement test consisted of 30 multiple choice items relating to vocabulary. This test was applied on the study subjects after dividing them into two groups (experimental and control) and was administered through using pre-test to find out the differences in the subjects mean scores. The researcher also designed seven language games as a method of teaching vocabulary to the control group.

This study accounted on the achievement test, which was designed to show the efficiency of using lexical games. The process of preparing for this test goes through the following levels:

1- Looking at the sixth grade students as one unit to analyze the Educational material context, and determine the special behavior goals, facts, concepts, principles, and procedures which the book consists of.
2- Determining the achievement test items and preparing in its first draft form.
3- The achievement test was judged by experts to give their points of views.
4- Continuing the teaching process for five week.

While the study depends on lexical games, seven lexical games were designed to be used in the study according to the following steps:

1- Studying and search theoretical literature and the previous researches that used other learning games.
2- Designing seven learning games:
   a) Time game.
   b) Solids game.
   c) Koch figures game
   d) Different places game.
   e) Passages game.
   f) Surprising of the table.
   g) Example game.

   We should try to use educational games through the implementation stage, assessing stage and following-up stage.
3- The games were judged by the experts to find out the weak and powerful points it has, to show how suitable is that to teach English language for sixth grade students, and to find its ability to accomplish the educational goals as well.

The researcher designed an achievement test directed to the targeted students after gaining the permission from the Ministry of Education; to guarantee validity and reliability the procedures below were followed. In order to avoid any misunderstanding, the researcher himself handed out the achievement test to the subjects of the study and precisely instructed them on how to answer them. Having collected data, it was statistically processed and analyzed using the SPSS program using: the mean scores, t-test to analyze the differences among groups and finally using the ANCOVA to answer the questions of this study.

a) Principals of the school had approved to apply the study.
b) Determining the following items of English language curriculum for sixth grade to study.
c) Preparing instrument of the study.
d) Apply the pre-test on the members of experimental and control groups in order to ensure equality between the two groups

(experimental and control) before applying teaching by game method.

3.4 Validity

To guarantee the content validity of the achievement test, it was proposed to a jury of TEFL specialists to examine it and to provide their comments. Some items of the achievement test were modified, developed or even omitted according to the suggestions and comments provided by specialists where the tool was proposed to a group of specialists.

At the first time the number of the items of the questions were 40, after offering it to the jury of specialists they suggested reducing the items into 25 multiple choice items with 4 percentage of the grade. Appendix (1)

As for the context of those questions, it was proposed to professors at the university (given they are educational specialists) in terms of its suitability for measuring different abilities of students.

The tool was proposed to the two of elementary schools headmasters who discussed time and period to apply the program, in addition it was proposed to three teachers of English language to take their points of view on the degree of suitability of the tool with students' comprehension at the same phase. Some photos available at the tool were modified till they are.

3.5 Reliability

The reliability of the achievement test was determined through using the test-retest method, of which was 80% within two weeks. This instrument revealed the most powerful points in the achievement test, which affect the purpose of eliciting the effectiveness of vocabulary teaching.

3.6 Data analysis

The students' responses to the questionnaire were tabulated and analyzed using the following statistical instruments:

1. T-test.
2. ANCOVA.

Chapter Four
Findings and Discussion

In this chapter, the results related to the study questions will be discussed as follows:

The results related to the question: are there any statistically significant differences at the level of (α ≤ 0.05) in the use of language games strategy in teaching English language vocabulary on the achievement of the sixth grade students in Tabuk primary schools?

Hence, to answer that question; mean, standard deviations and the value of T were extracted in order to find whether there are statistically significant differences between the means of the experimental group answers and the mean of the control group answers in the pre-test that occurs before applying the strategy of vocabulary games table (1) shows the means, standard deviations and the T value of the pre-test on the study sample members marks.

Table (1)
The means, standard deviations and the T value of the pre-test on the study sample members marks

Group	Sample	Means	Standard deviations	df	(t) value	Significant Level
Control	30	51.76	12.68	48	.941	0.111
experimental	30	56.37	9.81			

The indications of the results in table (1) showed no statistically significant differences at the level of significance (α ≤ 0.05) between the two means of the study sample members grades for the account of the study sample according to the variable group, based on the T value which was (1,622) of the total degree, and at the level of significance equals (0,111).

Table (2)
Means and the standard error of the groups of the post test

Group	Means	Standard error
control	69.078	3.109
experimental	79.002	3.109

As it is seen from the table above the differences between the modified mean between the experimental and control group were in favor of experimental group, where the mean of the experimental group was (79,002), with standard error of (3,109), while the mean of the control group was (69,078), with a standard error of (3,109).

Table (3)
(ANCOVA) test on teaching vocabulary of English language on the achievement of sixth grade at Tabuk schools in pre-test measurement between experimental and control groups.

source	Total of Squares	df	Average square	F	Sig(t)
Post- test	371.42	1	371.42	1.58	.215
Group	1167.02	1	1167.02	4.96	.013
Error	13406.4	57	235.20		
Total	14944.84	59			

The results indicated that there was an effect of the use of the strategy of learning by playing, with respect to the development of academic achievement in English language vocabulary of students to whom the strategy of learning by playing was applied, as for the value of "F" it was (4,962), while the value of significance was (0.031), which functioned at the level of significance (0.05). The experimental group was more capable than the control group on the academic achievement in English language.

Discussion of the findings of the study:

The findings of the study could be attributed to the use of the traditional method in teaching English vocabulary before the application of the learning by playing strategy in the teaching process for both groups where the teacher recites the information on students on an ongoing basis without the inter-raising for their motivation. Consequently, the inability of good communication between teachers and students, and absent-mindedness and bored of the students within the class.

The results in table (2) indicated also that there was an impact of the use of learning by playing strategy, with respect to the development of academic achievement in English language vocabulary for students who have been subjected to the program, where members of the experimental group were more capable of academic achievement in English language of the control group.

This may be due to the results that the strategy of learning by playing has left a significant impact on the achievement of sixth grade students in the schools of Tabuk, which in turn raised the motivation of these students towards learning English vocabulary that reflected positively on the degree of their understanding and absorption of these items, and this indicates that this method of learning have been unloaded a large part of the energy of these students and employ it positively toward learning vocabulary, and this result agrees with the study of (Emdanat (2000)),which showed that learning by playing has a major impact on increasing student achievement.

It could also be due to these results that the strategy of learning by playing has helped the students to store a greater number of English vocabulary, and that the use of language games can be educated to carry out different mental skills, such as focusing, attention and analysis which has led them to learn English vocabulary. The result of this study has been agreed with the results of (Emdanat (2000)) study.

Recommendations

In light of the results of the study, the researcher proposed some recommendations:

4. Conducting similar studies in order to conduct larger samples and broader areas of education to be able to generalize the results of this study.
5. Recommending the Ministry of Education to produce educational programs for English language using educational games.
6. Generalizing those games to schools due to the fact that they can motivate students to learn English easily.

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Appendix (I)
The Achievement test

Appendix (I)
The achievement test

أضع بين يديكم اختباراً تحصيلياً تم بناؤه لغايات البحث العلمي, حيث يقوم الباحث بإجراء دراسة بعنوان " **اثر استخدام الألعاب اللغوية في تعلم مفردات اللغة الانجليزية على تحصيل طلبة الصف السادس في مدارس تبوك،** وذلك استكمالاً لمتطلبات الحصول على درجة الماجستير في تخصص مناهج وأساليب تدريس اللغة الانجليزية.

وبما أنكم تتمتعون بخبرة تربوية ودراية واسعة في مجال مناهج وأساليب التدريس فإنني أرجو منكم التكرم بتحكيم فقرات الاختبار من حيث:

- ملائمة الفقرات.
- وضوح الفقرات.
- سلامة الصياغة اللغوية.
- أية تعديلات أو مقترحات ترونها مناسبة.

شاكراً لكم حسن تعاونكم

100

Name:/..Class/...........

	A	b	c
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

1

Choose the correct answer:

1- Nasser has ____________ own English lesson on Thursday

(a-) His

b- Your

c- her

2- The cheese is ____________ the fridge

a- Behind

(b-) In

c- in front

3- I play games on ____________ computer in the evenings

a- You

b- Hers

(c-) my

4- Nasser left his car in ____________ home

a- they

b- she

(c-) my

5- Books are ____________ the table.

(a-) On

b- Into

c- In front

2

6- What time is it?



a- It is 4 o'clock.

b- It is 12: 20.

c- It is 4: 12.

7- I have on breakfast :

a- Eggs/ Milk/ Bread/ cheese.

b- Rice/ meat/ cola.

c- Soup/chicken/ apple.

8- I bought a cheap pen, it is __________ :

SR. '1' (1) SR. '5' (2) SR. '10' (3)

a- Number " 1 "

b- Number " 2 "

c- Number " 3 "

The correct order for these sentences:

9- c lose / please / Can / I /The door?

a- Can I open the door, please?

b- Can I close the door, please?

c- I close the door can, please?

10- Saudi / is / Arabia / Nasser / from.

a- Nasser is from Iraq.

b- Nasser is from Jordan

c- Nasser is from Saudi Arabia.

11- My /is / he / father.

a- He is my mother

b- He is my sister.

c- He is my father.

12- The correct order for these numbers :

a- Tenth/ Sixth/ First/Ninth/ Eighth/ Seventh/Third/Fifth/Second / Fourth.

b- First/ Second/ Third/ Fourth/ Fifth/ Sixth/ Seventh/ Eighth/ Ninth/ Tenth.

c- Tenth/ Sixth/ First/Ninth/ Second/ Third/ Fourth/ Fifth/ Seventh/ Eighth.

- Choose the correct nationalities:

13- Ali is from Qatar, he Is ________.

a- Kuwait

b- Bahraini

c- Qatari

14- Khalid is from Kuwait, he is__________.

a- Omani

b- Kuwaiti

c-Qatari

15- Reema is from Saudi Arabian, she is_____________.

a- Kuwaiti

b- Bahraini

c- Saudi

Name the animal:

16- picture 1

a- Cow

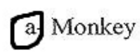


b- Cat

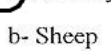


c- Sheep

17- picture 2



a- Monkey



b- Sheep



c- Elephant

18- Picture 3

a- Cat

b- Elephant





c- Snail

Choose the correct parts:

19- Part (1) in the picture '1' is :

a- Keyboard

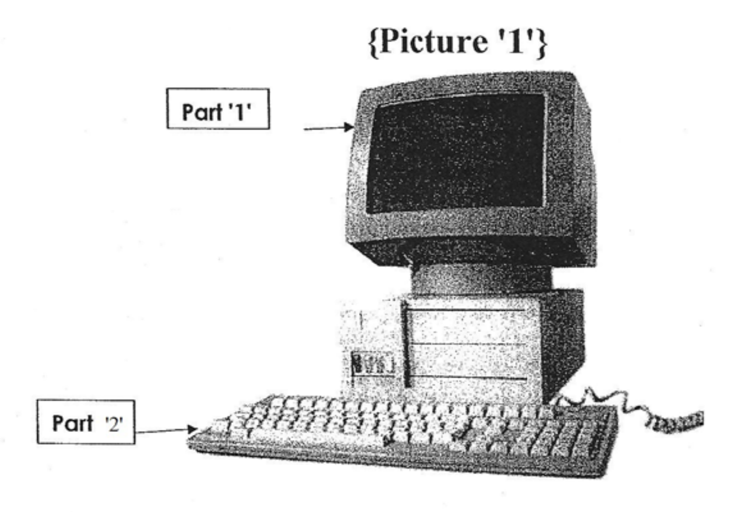
b- Muse

c- Monitor

5

20- Part (2) in the pictures '1' is :

a- Muse
b- CD DRIVE
c- Keyboard



6

21-Number (1) in picture '2' is :

a- Hair

b- Nose

c- Eye

22- Number (2)in picture '2' is :

a- hair

b- ear

c- Nose

23- Number (3) in picture '2' is :

a- Mouth

b- Eye

c- Hair

24-Number (4) in picture '2' is :

a- Ear

b- Eye

c- hair

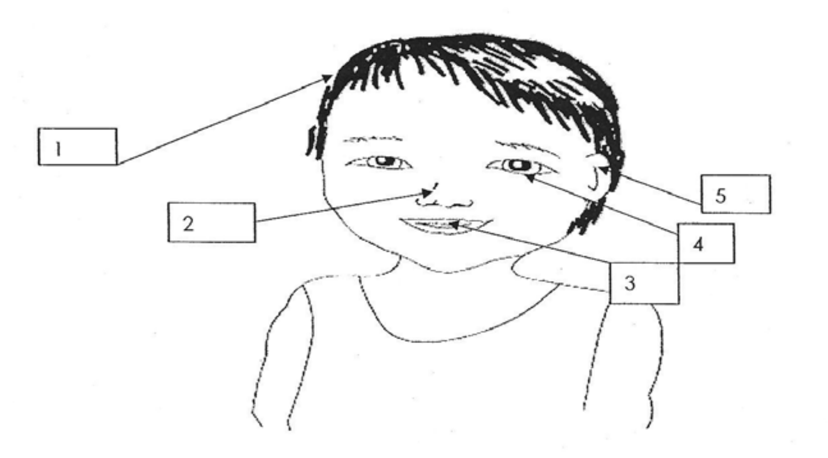
25-Number (5) in picture '2' is :

a- Mouth

b- Eye

c- Ear

{Picture '2'}



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Appendix (II)
Language Games

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Language Games

- **Solids game**. (in this game, the researcher asked the students to choose the name of the solid figure that has the views the researcher gave to the students).
- **Koch figures game** (is the figure obtained by trisecting each side of an equilateral triangle and replacing the centre segment by two sides of a smaller equilateral triangle projecting outward, then treating the resulting figure the same way, and so on).
- **Different places game**. (In this game, the researcher set a number of different places incorrectly and asked the students to rearrange them correctly).
- **Passages game**. (The researcher wrote a number of paragraphs incorrectly and asked the students to read them carefully and put each paragraphs in its correct place).
- **Surprising of the table**. (The researcher asked the students to choose certain number which refers to a word, what resulted is to enable the student to memorize the hidden word by linking it to the number the students choose).
- **Example game**. (In this game, the researcher gave the students examples about letters then, asked the student to give him words its first letter beginning with that letter).

  - Time game. (The researcher made such game which consisted of a traditional watch. He asked the students to tell the time correctly on a clock 5 times before *time* runs out).

Appendix (III)
A Lesson Plan

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A Lesson Plan

Subject	*English*	**Grade**	*2*	**Topic**	*My head*
Preparation	*To prepare the students for the lesson by a simple introduction*				
Discussion	*To discuss the topic with the students and ask them to speak about it in easy English*				

PLAN THE LESSON

Objectives	**Time**	**Aids**	**Procedure**	**Application**
1- Introduce the head *2- Practice answering the question “What is this?* *This is ………………* *3- Practice pointing to his…….* *4- Know the parts of head* New words:- *head* *hair* *face* *eye* *nose* *mouth* *ear*	*15 M* *20 M* *10 M*	**P.B* **W.B* ****A toy with removable parts*** **Work sheet* **Markers* **Board*	*Presentation;* **Teacher revises the previous lesson.* **Teacher views the toy to students.* **Teacher point to its parts saying ‘This is its ……………* **Teacher point to his parts saying ‘This is my …………..* **Teacher makes dialogs with student.* **Teacher makes them into two groups to make a competition between them.*	Production & evaluation; **Ss will be able to use the introduced ‘the head parts’ and language more fluently.* **Teacher gives more competed exercises using games.* **Ss discus themselves as a group work.* **Teacher helps when needed.*